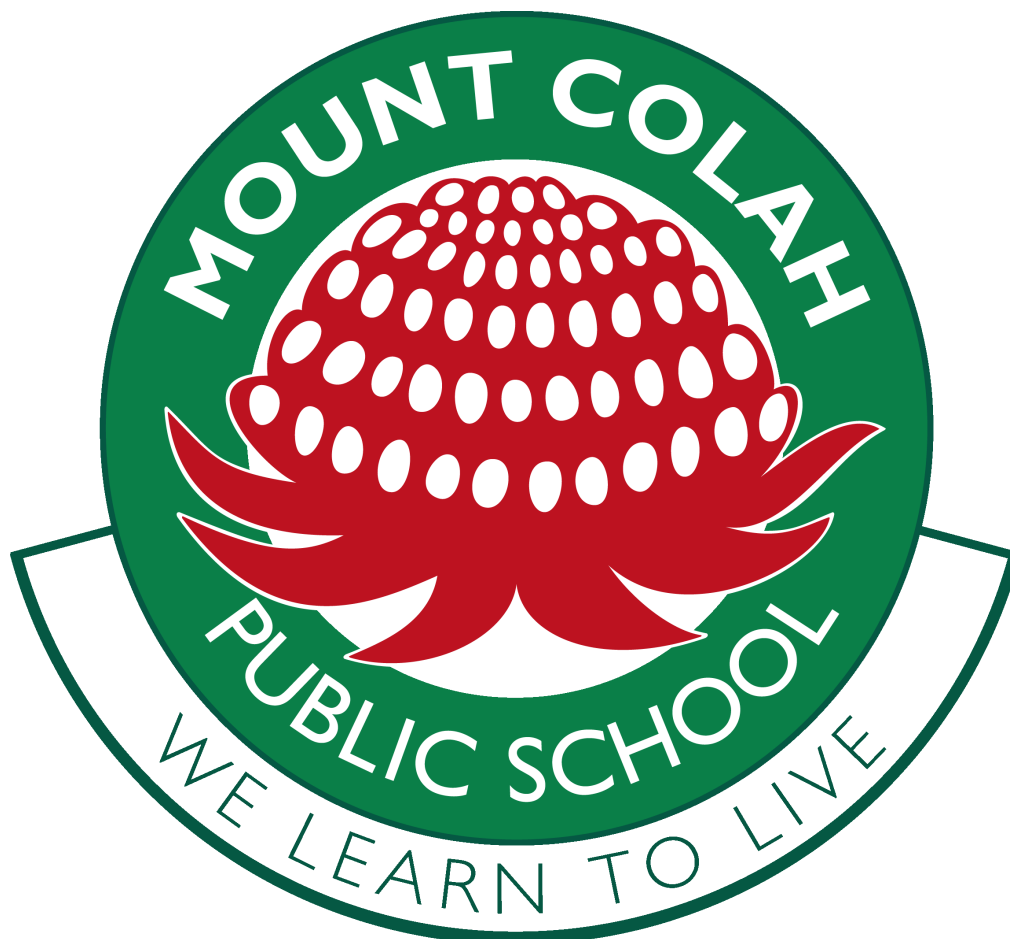# 2021 Annual Report

Mount Colah Public School

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Introduction

The Annual Report for 2021 is provided to the community of Mount Colah Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Mount Colah Public School our vision is that every student, teacher, leader improves every year, to prepare young people for rewarding lives as engaged citizens in a complex and dynamic environment. At our school, every child is known, valued and cared for. We are committed to children leaving this school with a set of values such as honesty, integrity, good judgement and belonging, as well as a complement of essential skills that encompass linguistic, mathematical, scientific, creative, technological, physical and social competencies. We value developing inquiring and discriminating minds, a life long desire for knowledge to attain wisdom, strong self-esteem, high personal expectations, personal integrity, acceptance and respect for others. The partnership which exists between school, parents and community is essential to realising this vision of constant growth.

School context

Mount Colah Public School is situated in a bushland setting, north of Hornsby. It has a current enrolment of 443 students. The NESB background of the school community is 13%. The Family Occupation and Education Index (FOIE) is 35. Trained and dedicated teachers deliver quality teaching programs in a caring and supportive environment.

The school has consistently performed above the state average in literacy and numeracy over a number of years. An analysis of our results in recent years indicated a need to further develop student growth between Stages 2 and 3 (years 3-6), so that all students are progressing in their learning and high performing students are extended so that they fully demonstrate their capabilities. The school is aspiring to make further gains in student literacy and numeracy by analysing data and applying evidence based practice, informed by research so that students are proactive and engaged in directing their own learning journey.

In valuing, knowing and caring for every student, the school embraces comprehensive well-being programs to identify students at risk and developing programs to support them. Feedback from students and the community indicated that we needed to further develop a greater sense of belonging and advocacy, in turn ensuring a high level of attendance and engagement from every child. The school's broader welfare programs will continue to develop and teach healthy coping strategies, resilience and self-regulation.

The school provides a well-rounded education focused on the development of the 'whole child', through its successful academic, sport, performing arts and technology programs. The school's cultural program is enriched in the form of three bands, two choirs and two dance groups, who compete and perform both within and beyond the school. Students engage in technology programs using robotics, and STEM resources to develop their digital competencies. Other enrichment programs include being a part of a network of schools which seek to develop their gifted and talented students and providing opportunities for our students to compete academically in state and national competitions. Through the Primary Schools Sports Association, our students have been able to compete against other schools and our elite athletes have access to state and national competitions.

The school enjoys strong parent and community involvement. There is strong parental support for literacy and numeracy intervention programs and volunteers participate in extensive training for the role, provided by the Learning and Support team. Environmental programs are student led and enthusiastically supported in collaboration with our Parents and Citizens (P&C). The P&C has also generously supported the installation of technology infrastructure for learning within the school and supplements the updating and growth in the technology area on an ongoing basis. Community groups volunteer their time to assist our students such as the Early Support Aboriginal Literacy Project, supporting our Aboriginal students, with their Personalised Learning Pathways.

We highly value collaboration and aspire to formulating even stronger bonds across the school community. Feedback from teachers indicates the value that they place on professional dialogue in maximising student growth and attainment, and the school seeks to prioritise this by providing opportunities for professional collaboration, as well as partnering with parents to assist students to achieve their learning goals.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Strategic Direction 1: Student growth and attainment

Purpose

Implement high impact practices in literacy and numeracy supported by data to improve student outcomes in achieving system set targets.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit teaching practices in reading and numeracy
- Data informing practice

Resources allocated to this strategic direction

Literacy and numeracy: $24,874.64
Literacy and numeracy intervention: $12,137.63
English language proficiency: $1,000.00

Summary of progress

Mount Colah Public School has invested in high quality programs and resources such as InitiaLit, comprehension strategy boxes, Dibels Acadience (Dynamic Indicators of Basic Early Literacy Skills), professional learning for staff, and decodeable texts for class and home reading. K-2 teachers have been trained, resourced and supported to implement effective literacy instruction.

In 2022, MCPS will introduce evidence-based whole-class literacy programs that teach essential core knowledge through systematic and explicit instruction so all students receive a solid foundation in literacy in stages 2 and 3.

We have realised the need for a whole-school data tracking system of core literacy skills, so DIBELS will be used K-6. Professional Learning of the assessment resource will be delivered to staff. Assessments will be scheduled to be administered 3 times per year. DIBELS data will be used to inform teaching, report to parents, and monitor student progress over their primary years.

MCPS will collaborate with local networks to identify programs for Stages 2-3 that will complement K-2 literacy. Stage 2-3 programs will incorporate a greater emphasis on explicit instruction of vocabulary, content/concept knowledge, grammar, spelling, morphology, and oral reading fluency.

Professional Learning on The Writing Revolution will give direction on whole school writing programs. All staff will explore the cognitive process involved in reading and how to plan for explicit reading instruction by completing the DOE TPL "Focus on Understanding texts: The components of reading - Blended learning".

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Percentage of students in the top 2 bands in NAPLAN Numeracy will increase by 6% from baseline data resulting in 55.8% of students in the top 2 bands.	Due to enacting professional learning, using data to target explicit teaching and resources to areas of need and differentiating programs, the number of students in the top 2 bands in years 3-5 NAPLAN numeracy was 59.52% which exceeded our target of 53.42% by over 6%.
Percentage of students in the top 2 bands in NAPLAN **Reading** will increase by 4% from a baseline of 57.75% resulting in 61.44% of students in the top 2 bands.	The implementation of InitiaLit in K-2 and a focus on reading comprehension strategies across 3-6 has resulted in 72.22% of students in years 3 and 5 NAPLAN reading achieving in the top two bands. This exceeds our target pf 61.44% by over 10%
Percentage of students who achieve	Comprehension initiatives resulted in 70.69% of students in Year 5

expected growth in NAPLAN **Reading** will increase by 1.5% from a baseline of 67.94, resulting in 69.47% of students achieving expected growth.	achieving expected growth which exceeded the target by 1%. As these initiatives progress across year groups, further growth is expected from Year 3 to Year 5 in reading.
Percentage of students who achieve expected growth in NAPLAN **Numeracy** will increase by 2% from a baseline of 61,46%, resulting in 63.43% of students achieving expected growth.	The focus on numeracy across K-6 has resulted in an increase of over 15% of students achieving expected growth compared to 2019, with 59.65% of year 5 students achieving their expected growth targets. This was approximately 3% below our target however the trajectory was extremely positive moving into 2022.
The number of staff self reporting that they collect and use data to inform teaching practice, will increase from 4.2 to 4.3 on the CESE What Works Best survey scale.	Initiatives training staff in the use and analysis of SCOUT, NAPLAN, PAT and Check in data has resulted in a staff having a greater capacity to analyse and use data to adjust teaching programs to student needs. Staff self reported that they collect and use data to inform practice on a scale of 1-5 on the CESE What Works Best Scale, of 4.6 which increased from 4.2 in 2020.
All teachers' programs cater for High Potential and Gifted students, across all Mathematical strands.	Staff had time to collaborate and modify assessments to cater for HPGE students in the mathematical strands. This process started with the measurement strands and will be continued over next year in the number strand. Years 3-6 continued to stream number groups and ensured that programs and assessments cater for all students including HPGE students.

Strategic Direction 2: Wellbeing and Collaboration

Purpose

Build student sense of belonging, advocacy and high expectations of success whilst maintaining a high level of attendance with the support and collaboration of the school community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive support and management
- Wellbeing and Self Regulation
- Collaborative Practice

Resources allocated to this strategic direction

Flexible Funding for Wellbeing Services: $0.00
Literacy and numeracy: $1,000.00
English language proficiency: $4,750.00
School support allocation (principal support): $8,000.00

Summary of progress

Throughout 2021, Mount Colah Public School has focused on increasing student attendance, feelings of well being, collaboration and advocacy within the school.

We had planned for parent information nights, however, due to COVID termly overviews for each stage were sent to parents and newsletter items were published, parents have been informed of the effects of less than 90% attendance at school and the cumulative effects of partial absences. This has resulted in an increase of students attending 90% of the time, even during COVID times.

The Tell Them From Me survey indicated that Mount Colah Public School students were requiring a greater sense of belonging and advocacy within their school. Programs where students identified a staff member they could turn to were initiated, however, this will need to be resumed in 2022. In 2022 there is a need for students to meet with their trusted staff member or buddy to discuss well being issues, giving students a sense of belonging and promoting an advocate for each student.

To support feelings of wellbeing during remote learning, all stages programmed for weekly wellbeing activities and reflection of their mindsets. Daily polls, podcasts, mindfulness activities, surveys, phone calls, tracking sheets and regular communication with parents, supported students' feeling of wellbeing. Social stories created to support students on home learning and return to school.

The recording of playground behaviour has been tracked by staff through sentral entries.

Each classroom received, displayed and referred to restorative justice lessons prompting questions.

Students participated in lessons around playground expectations and behaviours and staff have indicated that next year they would like to undertake further training and development in PBEL and Zones of Regulation to increase knowledge, allowing greater implementation in classrooms and playground.

This year teachers have consulted with Health Professionals to help support students with additional needs.

This year National Day Against Bullying and Harmony Day activities were combined and restricted to class groupings, however, we managed to create pledges against Bullying which all students signed. In 2022 we hope to hold a whole school activity to promote anti bullying issues and inclusive behaviour.

Return to school and COVID protocols zoom, with school community was undertaken by the Executive team to allay parent and student concerns.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Percentage of students with a positive wellbeing outlook increasing by 1.2% from a baseline of 86.6% to 87.8% of students having a positive wellbeing outlook from the Tell Them From Me survey.	Due to the extended period when students were learning from home students sense of belonging with school suffered an understandable decline. With the resumption of face to afce classes andthe reintroduction of a variety of school programs it is expected that student sense of belonging will improve.
Percentage of students attending more than 90% of schools days to increase by 1% from the baseline of 89.6% to 90.6% of students attending more than 90% of school days.	Attendance 90% of the time, have increased since 2019. More than 91% of students attended full days, 90% of the time in 2021. This was a particularly was a particularly challenging target as due to COVID during 2020 - 2021, attendance rates have fluctuated. Unfortunately, when partial absences are taken in account, only 89.04% of students attended 90% of the time in 2021. Further education of parents, as to the impact of partial absences needs to be clearly communicated and prioritized to assist in meeting our 2022 targets and decreasing the amount of time students are away from the classroom.
Staff enter playground incidents and behaviour is tracked.	Staff collaborated on the range of behaviours that needed to be tracked, so that interventions could be targeted to support our students. Staff were trained in recording these incidents in Sentral. As a result, the umber of notifications between term 1 and term 2 doubled. In response our analysis of the playground incident data, teachers were able to ascertain locations, timings and behaviours that required increased supervision, explicit teaching and implementation of restorative justice routines so that these incidents were addressed in a timely manner. As a result, the number of incidents in term 4 were four times less than in term 2 and half of that of term 1.
The number of staff self reporting that they collaborate with other professional, will increase from 3.83 to 3.9 on the CESE What Works Best survey scale.	This year, we provided opportunities for staff to work collaboratively on data analysis to inform teaching practice, programming, assessment and visible learning initiatives in the classroom. As a result of the time given to staff, in a survey regarding teaching practices related to What Works Best and Improvement, Innovation and Change themes, staff indicated an increase in their collaborative practice, on a five point scale, from a 2020 score of 3.8 to 4.3 in 2021 which was significantly above our target. Of particularly note was the increase in teachers self-reporting collaboratively planning teaching programs on the five point scale, increased from 3.8 to 4.4. In addition, a greater number of staff identified they were now an active member of a professional learning community, network or group on the five point scale from 3.5 in 2020 to 4.4 in 2021.

Strategic Direction 3: Engaging Students in their Learning

Purpose

Creating students who can live in a complex and dynamic environment, requiring them to be critical and creative thinkers and proactive in the management of their learning

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations through Visible Learning
- Effective Feedback leading to Personalised Learning

Resources allocated to this strategic direction

Professional learning: $26,000.00
Literacy and numeracy: $5,500.00
Literacy and numeracy intervention: $2,000.00
English language proficiency: $2,000.00

Summary of progress

Throughout 2021 teachers implemented Learning Intentions an Success Criteria (LISC)identified through the Visible learning research as a factor linked with student growth. The implementation of LISC resulted in students reporting significantly increased feedback from teachers. In Numeracy, measurement and geometry were identified as areas where students were underperforming and additional resources were purchased to address a deficit in the hands on materials required to teach these modules. Comparison of PAT tests from the beginning and end of the year showed significnat growth in Year 2 in Numeracy. The growth for Year 2 in reading was also the highest across the school. One may imply that the InitialLit interventions in 2020 have impacted positively on this group.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Within the **Visible Learning survey** of students 2-6, percentage of students will increase by 5.7%, from a baseline of 48.3%, resulting in 54% of students receiving feedback from their teachers.	In 2021, staff engaged in a Visible Learning professional development session that focused on different forms of feedback and how it can be effectively implemented in classroom practices. Following this, the Visible Learning coaches prepared feedback lessons for each stage that reflected current content and demonstrated these lessons to staff in a professional learning session. Teachers then implemented these lessons and continued refining and applying their own feedback practices. As a result, 60.7% of students reported receiving regular feedback from their teachers on their learning in a Visible Learning survey. This result exceeded the target by 5.3%.
At least 63.5% of students in years 2-6 will have demonstrated a 0.4 growth (calculated through effect size formula), when comparing start of year to end of year scaled scores in the **Progressive Achievement Test in Numeracy.**	Years 2-6 achieved an average of 64.5% growth in numeracy. Year 2 growth was the strongest at 77.5% with years 3-5 being over 60% consistently. Year 6 growth was the lowest at 45%. Numeracy is a continued area for development with high impact Visible Learning initiatives being explicitly taught, formative assessment practices being revised, new problem solving scope and sequences and resources purchased to ensure the measurement and geometry strand can be taught in an engaging and practical way. Home-based learning also meant that PAT testing was completed by students much later in Term 4 which may have impacted the attitude of year 6 students towards the assessment.
At least 64% of students in years 2-6 will have demonstrated a 0.4 growth (calculated through effect size formula),	Years 2-6 achieved an average of 57.8% growth in numeracy. Year 2 growth was the strongest at 78% with years 3-5 being over 50% consistently. Year 6 growth was the lowest at 36%. Reading is a targeted

when comparing start of year to end of year scaled scores in the **Progressive Achievement Test in Reading.**	area for years 3-6 next year with many initiatives in improving reading instruction already underway. Home-based learning also meant that PAT testing was completed by students much later in Term 4 which may have impacted the attitude of year 6 students towards the assessment.
Using the **Visible Learning Walkthrough Form**, 50% of students are using success criteria to improve their work sometimes or all the time. 50% of students read their peers work and give them feedback sometimes or all of the time.	Students have been exposed to learning intentions and success criteria and are beginning to use these to improve their own work. After conducting a walkthrough for each class across the school, 3 students from each class were asked the question: Do you look back at success criteria to improve your work? 52.8% of students said that they did this all of the time or sometimes. For the question: Do you ever read your peers work and give them feedback? 61.2% of students surveyed said that they did this all of the time or sometimes, however, 55.6% of these students said that it was only sometimes.

Funding sources	Impact achieved this year
Integration funding support $136,202.00	Integration funding support (IFS) allocations support eligible students at Mount Colah Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around Autism • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in:** Students were able to access the curriculum through greater engagement facilitated by additional staff resources. Student social engagement with peers, interactions and transitions between classes and in the playground all showed improvement. **After evaluation, the next steps to support our students with this funding will be:** Each year the needs of students receiving integration funding are assessed and resources allocated according to need
Socio-economic background $12,464.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Mount Colah Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement [program/initiative] to support identified students with additional needs • equitable access to specialist resources • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in:** Students are able to participate in excursions and other educational and extracurricular activities.Speech therapy support and OT support has addressed student needs in specific areas **After evaluation, the next steps to support our students with this funding will be:** Each year the needs of students are assessed and additional supports provided to enable them to fully access all areas of the curriculum
Aboriginal background $2,654.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Colah Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.

Aboriginal background $2,654.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency **The allocation of this funding has resulted in:** Aboriginal students receive individualized tutoring in reading **After evaluation, the next steps to support our students with this funding will be:** The program will be continued in the coming year to support Aboriginal students
English language proficiency $14,682.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Colah Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing and Self Regulation • Positive support and management • Data informing practice • High Expectations through Visible Learning • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • High Expectations through Visible Learning **The allocation of this funding has resulted in:** Teachers have been allocated time to write extension and enrichment activities into their classroom programs. **After evaluation, the next steps to support our students with this funding will be:** Further identify gifted and talented and high performing students for enrichment activities.
Low level adjustment for disability $101,402.00	Low level adjustment for disability equity loading provides support for students at Mount Colah Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs **The allocation of this funding has resulted in:** Significantly increased engagement of students in accessing the curriculum

Low level adjustment for disability $101,402.00	. Professional learning has focussed on Upskilling staff on ASD, ADHD, ODD, Trauma informed practice, Dyslexia, SLD. In class-coaching for behaviour management and learning/differentiation adjustments. **After evaluation, the next steps to support our students with this funding will be:** The Learning Support Teachers will provide professional learning to all staff around specific learning difficulties and disabilities in the school student population to raise awareness and build capacity among staff.
Professional learning $26,000.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mount Colah Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Expectations through Visible Learning • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Impact coaches received additional training to be ableto conduct professional learning with other teachers • impact coaches developed a program of teacher observations to ascertain whether Learning Intentions and Success Criteria are evidenced in classroom practice **The allocation of this funding has resulted in:** Staff have participated in Professional learning related to differentiation of class programs to cater for HPGE students **After evaluation, the next steps to support our students with this funding will be:** Teachers will identify high performing and gifted students and provide suitable adjustments to cater for the needs of these students and implement Visible learning Principles in their programs
School support allocation (principal support) $23,500.00	School support allocation funding is provided to support the principal at Mount Colah Public School with administrative duties and reduce the administrative workload. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative Practice • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Staff were released from class on a termly basis to use analysed data to collaboratively plan teaching programs, review assessments and implement visible learning initiatives within the classroom. • School Executive were released to attend LEED session that supported planning ad implementation of the School Plan • Working groups composed of all teachers supported aspects of the school plan **The allocation of this funding has resulted in:** All staff now have an understanding of the School Plan through being allocated a role in two of the Working Groups that support the School Plan **After evaluation, the next steps to support our students with this funding will be:** Staff support needs will be assessed to provide individuals and teams of teachers to pursue collaborative planning both within the school and with

School support allocation (principal support) $23,500.00	Hornsby South Public School
Literacy and numeracy $31,374.64	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mount Colah Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching practices in reading and numeracy • Data informing practice • Positive support and management • High Expectations through Visible Learning **Overview of activities partially or fully funded with this initiative funding include:** • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy **The allocation of this funding has resulted in:** Support for staff in Literacy and numeracy training and the collection and collation of date has resulted int he majority of teachers increasing in their confidence to use data to chart student progress and adjust programs to meet ongoing needs. **After evaluation, the next steps to support our students with this funding will be:** Staff use of data to chart student progress will become part of established practice.
QTSS release $83,864.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Colah Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in:** Executive staff and teachers have been given additional time for collaborative practice on programming and implementation of aspects of the School Plan. This has resulted in greater ownership and understanding of the school plan by all teaching staff. **After evaluation, the next steps to support our students with this funding will be:** Teachers will be able to request QTSS time to pursue projects and professional learning linked to the school plan
Literacy and numeracy intervention	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at

| $22,504.63 | Mount Colah Public School who may be at risk of not meeting minimum standards.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Explicit teaching practices in reading and numeracy
 • High Expectations through Visible Learning
 • Other funded activities

Overview of activities partially or fully funded with this initiative funding include:
 • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan

The allocation of this funding has resulted in:
Early identification of students at risk has enabled interventions to be put in place to address student needs

After evaluation, the next steps to support our students with this funding will be:
Continue early identification of students with literacy and numeracy needs |
|---|---|
| COVID ILSP

$43,266.58 | The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • employment of teachers/educators to deliver small group tuition
 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]
 • employing staff to provide online tuition to student groups in literacy/numeracy - [focus area]
 • providing intensive small group tuition for identified students who were identified during the covid period as not engaging with the online program

The allocation of this funding has resulted in:
Groups of students who did not engage during the covid period or who whose progress was affected during learning from home were identified for specific intervention

After evaluation, the next steps to support our students with this funding will be:
After intervention the progress of these students will be monitored by the class teacher |

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	239	238	230	242
Girls	225	229	222	206

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	96	98.3	96.6	95.9
1	96.2	93.8	94.9	96.3
2	96	94.8	93.9	95.2
3	94.9	95.3	96.4	95.1
4	96.5	95	97	94.7
5	94.9	94.9	94.1	95.3
6	94.1	94.9	95.3	95.1
All Years	95.5	95.3	95.5	95.4
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.3
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	3.32

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	848,178
Revenue	3,977,818
Appropriation	3,836,577
Sale of Goods and Services	4,123
Grants and contributions	136,325
Investment income	693
Other revenue	100
Expenses	-4,008,056
Employee related	-3,473,023
Operating expenses	-535,033
Surplus / deficit for the year	-30,238
Closing Balance	817,940

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 **SBAR Adjustments** ($)
Targeted Total	123,925
Equity Total	131,163
Equity - Aboriginal	2,654
Equity - Socio-economic	12,464
Equity - Language	14,644
Equity - Disability	101,402
Base Total	3,210,368
Base - Per Capita	111,426
Base - Location	0
Base - Other	3,098,943
Other Total	208,519
Grand Total	3,673,976

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents were surveyed at the end of the Learning from Home period to discover their levels of satisfaction with the online experience and communication from the school.

Parents were asked "What did you discover about your child's learning during learning from home?"

Once they learned how to use the online platform they were more independent with their learning. Having a time table also helped as time management was initially a issue.They don't listen to their mother.

At first she would try rush through activities so she could finish her 'school day' but, with some encouragement, was very proud of herself when she applied herself and produced better work.

They are all different. Two did really well, learnt at a rapid pace and were self-directed whilst one really needed the structure of the classroom environment to progress through his work.

Parents were also asked "How has this experience increased your understanding of the importance of the partnership between parents and teachers?

It really highlighted the need for parents to support teachers to improve their IT skills. This experience would have been so much more positive if teachers were familiar with online tools that we use in our workplaces everyday to hold online meetings and classes.

Partnership is important but this experience has taught me that I don't know how to be a teacher to my child.

I always knew it was important as if I don't do my part then my child won't flourish at school.

Absolutely, however I was always engaged with the children's teachers, regularly asking them what was working/not working, and what we might need to focus on at home (learning or behaviour). I also think the teachers were put in a hard position - having to continue face-to-face learning and having to develop online content at the same time, would have been an immense challenge for teachers, and for their time.

Students were surveyed about their experiences during learning from home.

Students were unanimous in stating that they missed their friends and their teachers. They also said that concentrating was harder and that it was easy to be distracted at home. Many commented on being able to work at their own pace and finishing the day's work earlier. Students recognised that often they didnt owrk well by themselves and learned better when they had a teacher to explain the work.

When questioned about the best things on learning from home., the answers were diverse"

nothing i did not enjoy anything about online learning

Being at home with my family and being able to do my work at my own rate and my own order.

I also liked being able to do my work in my pajamas some days.

I miss online learning.

you get to learn to do something new (working online)

not asking to go to the bathroom!

you could do other things that you wouldn't do at school

Teachers were surveyed on the Learning from home experience and made the following observations:

They described the positives,

It was such a positive experience and couldn't have got through it without their support and encouragement. I loved the time we got to spend together and collaborate as a team.

I enjoyed working closely as a team to plan collaboratively and bounce off each other to find the best solutions.

Being able to spend the time together as a stage, meet students from other classes within the stage that I wouldn't

necessarily have the opportunity to teach and interact with. I discovered what an amazing team we are at MCPS. We achieved things we would never have dreamed possible in such a short period of time.

The challenges teachers experienced were described as follows:

Placing our programs online in 24 hours was stressful and teaching online took many more hours than teaching face to face. This meant the days were long and spent glued to a screen, feeling like you couldn't teach some students the way they needed to be taught. It was challenging to let go of the fact that we were truly disrespected as a profession and focus on the supportive environment that I had the privilege of working within.

All the hard bits of teaching were increased, more parent involvement, anxious parents, lots of time collaborating, missing the children. Marking all of the online work. Ensuring work was engaging enough and modeled well for students to understand. Overall it was a challenge.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.